

**STUDY HABITS OF STUDENTS WITH HEARING IMPAIRMENT
AND ITS EFFECTS ON THEIR ACADEMIC PERFORMANCE IN
OREDO LOCAL GOVERNMENT AREA OF EDO STATE.**

BY

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APRIL 2024

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We the undersigned certify that this project work was carried out by Christabel Omosefe IYAGBAYE in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria

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DEDICATION

This Project is dedicated to God Almighty for His Love, Mercy and unending grace.

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My deepest and profound gratitude to God Almighty for his Strength, supply, grace and steadfast wisdom during the course my program. My sincere gratitude goes to my project supervisor Dr. Mrs. Y.O Osunde for leading me intelligently throughout the entire period of this project work. Her dedicated guidance, patience, sincere devotion and correction through all aspects of this research work is soulfully acknowledged. I wish also to acknowledge and show appreciation to my Head of Department, Staff of my department and to all the lecturers who taught me during the course of my 100level to 400level. I want to specially thank Mrs. Blessing O. and Mrs. Osariemen for their support and guidance. My utmost regard and appreciation goes to my father, Mr. Iyagbaye Christopher Edoghogho for being a strong source of support and encouragement. I won't fail to acknowledge Mr. and Mrs. Oke Eduvie for their immerse support, My heartfelt gratitude to my amazing siblings, Iyagbaye Osagioduwa, Iyagbaye Edamwen and Iyagbaye Joy, I love you all. I also want to thank my father in the Lord, Rev'd Shola Ibizugbe for his words of advice and prayers, my friends and well wishers. God bless you all.

TABLE OF CONTENTS

TITLE PAGE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vii
CHAPTER ONE	1
INTRODUCTION	1
Background to the study	1
Statement of the Problem	6
Research Questions	8
Hypothesis	9
Significance of the study	9
Purpose of the Study	10
Scope of the study	10
Operational Definition of Terms	11
CHAPTER TWO	13
REVIEW OF RELATED LITERATURE	13
Theoretical Framework	14
CONCEPT OF ACADEMIC PERFORMANCE	16
Concept of Hearing impairment	22
Types of Hearing Impairment	25
Prevention of Hearing Loss	33
Concept of Study Habits	36
Concept of Study Habits of Students with Hearing Impairment	39
Students with Hearing Impairment Attitudes towards School	41

Attitude towards Assignments:	44
Students with Hearing Impairment Attitude to Class work	45
Students with Hearing Impairment Attitude to Tests and Exams	47
Summary of Reviewed Literature	49
CHAPTER THREE	51
METHODOLOGY	51
Design of the study	52
Population	52
Sample and Sampling Techniques	52
Method of Data Collection	53
Instrument of Data Collection	53
Validity of Instrument	54
Reliability	54
Method of Data Analysis	54
CHAPTER FOUR	55
RESULTS AND DISCUSSION	55
DISCUSSION OF FINDINGS	67
CHAPTER FIVE	73
SUMMARY, CONCLUSION AND RECOMMENDATION	73
Conclusion	75
Recommendation	76
Suggestion for Further Study	78
REFERENCE	79

ABSTRACT

The study was carried out to examine the study habits of students with hearing impairment and its effect on their academic performance. Five research questions were formulated to guide the study. Descriptive survey research design was adopted for this study. The study population consists of students with hearing impairment in a segregated school setting. A total number of 27 students with hearing impairment were used for the study. The instrument for the study was a questionnaire on study habit of students with hearing impairment and its effect on their academic performance. The instruments used for this study was validated by the project supervisor and two other lecturers in the course area and the data collected were analyzed using descriptive statistics. The analyzed data shows that there's a significant relationship between the academic performance of students with disabilities and the Family background, attitude of the students, availability of school personnel and lastly teaching strategies. Based on the findings, some recommendations were made which include: Provision for properly trained special teacher, proper placement of special teachers, offer guidance and counselling services to students with special needs, appropriate modification of curriculum and teaching strategies.

CHAPTER ONE

INTRODUCTION

Background to the study

Hearing impairment is defined by IDEA as ‘an’ impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance. It is useful to know that sound is measured by its loudness or intensity (measured in units called decibels, dB) and its frequency or pitch (measured in units called hertz, HZ). Impairments in hearing can occur in either or both areas, and may exist in only one ear or both ears. Hearing loss is generally described as slight, mild, moderate, severe or profound, depending upon how well a person can hear the intensities or frequencies of speech. Generally, only children whose hearing loss is greater than 90 decibels (dB) are considered deaf for the purpose of educational placements.

There are four types of hearing loss, conductive hearing loss are caused by diseases or obstruction in the outer or middle ear (the conduction

pathways for sound to reach the inner ears). Conductive hearing loss usually affects the frequencies of hearing evenly and do not result in severe losses. A person with a conductive hearing loss usually is able to use a hearing aid or can be helped medically or surgically.

Sensorineural hearing loss result from damage to the delicate sensory hair cells of the inner ear or the nerves which supply it. This hearing losses can range from mild to profound. They often affect the person's ability to hear certain frequencies more than others. Thus, even with amplification to increase the sound level a person with a sensorineural hearing loss may perceive distorted sounds, sometimes making the successful use of a hearing aid impossible.

A mixed hearing loss refers to a combination of conductive and sensorineural loss and means that a problem occurs both in the outer or middle and the inner ear. A central hearing loss results from damage or impairment to the nerves of the central nervous system, either in the pathways to the brain or in the brain itself.

Educational Implications

Hearing loss or deafness does not affect a person's intellectual capacity or ability to learn (Marshark, M., and Spencer, P.E. 2003). However, children who are either hard of hearing or deaf generally require some form of special education services in order to receive an adequate education. Such services include:

- Regular speech language and auditory training from a specialist
- Amplification systems
- Service of an interpreter for those learners who use sign language
- Favorable seating in the class to facilitate lip reading;
- Captioned film/videos
- Assistance of a note taker, who takes note for the student with hearing loss, so the student can fully attend to instructor
- Instruction for the teacher and peers in alternate communication methods, such as sign language and counseling.

A person with hearing loss needs education like normal learners for their academic growth as well as for the development of their all-round

personality though their need and problem are just different, every child with hearing impairment need a place to study regularly without any disturbance. However, these persons approach to learning is highly specific with variation to techniques. Study habits are most important for academic performance.

Human beings have their special tendencies, pattern, thinking, imagination and ideas about a particular thing, this is due to the habits in the field of education. Mark and Howard (2009) are of the opinion that the most common challenges to the success of students in all ramification is lack of effective or positive (good) study habits. They further maintained that if students can develop a good study habit and good discipline, they are bound to perform remarkably well in their academic pursuits. Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly active behavior over a period of time.

Academic achievement of each person with hearing impairment differs from each other as they have different habits of studying. Good study

habit helps the students to choose a particular profession of their choice and run their life smooth and happy. Marc (2011) explains that students with learning problems how ever may still have general inefficient and ineffective study habits and skills. Becoming aware of your learning habits or style will help students to understand why they sometimes get frustrated with common study method, developing good study habits to Marc, is very crucial for every student irrespective of his level of education. The role of the parent, teachers and peers is to inculcate time management skills, the use of the library and internet, are specific study habits that are necessary to make persons with hearing impairment become more efficient.

When a child is sent to school, it is expected of that child to perform well and bring good results, the same thing applies to learners with hearing impairment. Performance show how well a learning experience has been carried out, it has been observed that students with hearing impairment tend to perform poorly in class (Moore's, D.F, 2001). This work is asking why and if possible how can this problem be best solved. Currently, students with hearing impairment are faced with the problem of attending school

which also affect their academic performance in the classroom as opposed to their hearing counterpart (Rooster, S., & MacLeod, J., 2004).

Statement of the Problem

This research is conducted to identify how learners with hearing impairment study habit influences their academic performance as this will assist the learner, teacher, school administrators and the state ministry of education to understand and provide the necessary support, guidance and counseling in enhancing a quality academic performance for students hearing impairment in Oredo Local Government Area of Edo State.

Despite significant advancements in educational methodologies and technologies aimed at supporting students with disabilities, the academic performance of students with hearing impairment remains a concern. The crux of the issue lies in the understanding and implementation of effective study habits tailored to the unique learning needs of these individuals. While it is widely acknowledged that study habits significantly influence academic success in the general student population (Crede & Kuncel, 2008), there is a paucity of research focused specifically on how students with hearing

impairment develop and utilize study habits to enhance their academic performance. Marschark & Spencer (2010) emphasize the necessity of evidence-based educational practices for deaf and hard-of-hearing students, yet the linkage between these practices, the formation of study habits, and subsequent academic outcomes requires further exploration. This gap in research is particularly concerned, given that effective study habits are crucial for independent learning and academic success in areas in which students with hearing impairment often face additional challenges (Moore, 2001). This research aims to fill these gaps by investigating the study habits of students with hearing impairment and assessing the impact of these habits on their academic performance, thereby contributing to the development of more effective educational strategies and support systems for this population. This statement sets the stage for a detailed investigation by establishing the significance of the research, its background, and the specific areas that need further exploration. It justifies the need for the study by pointing out the existing gaps and how addressing these could contribute to educational

strategies that enhance academic outcomes for students with Hearing Impairment.

Research Questions

The following research questions were asked as a guide to the researcher in the cause of this study.

- i. Does attitude of students with hearing impairment influence their study habits?
- ii. Does school facilities, and learning environment influence the study habits of students with hearing impairment?
- iii. Does teachers teaching strategies affect the study habits of students with hearing impairment?
- iv. Does parental support influence the study habits of students with hearing impairment?
- v. What is the attitude of students with hearing impairment towards school have an influence on their study habits?

Hypothesis

The following hypotheses were raised from the research topic;

1. There is no significant effect on the study habits of students with Hearing Impairment and that of Normal students.
2. There is no significant difference between the academic performance of students with Hearing Impairment

Significance of the study

The study intends to investigate how the study habits of students with hearing impairment can influence their academic performance. People who stand to benefit from this work include teachers, learners with hearing impairment, school administrators and policy makers in special education. This study will help teachers understand their students and how best to create a tailored learning experience/teaching environment for a better study habits. This is very useful for special education policy makers to examine possible causes of students with hearing impairment in the class, provide feedback on the academic performance of teaching and learning materials such as instructional materials and individualized education plans. This

feedback will guide educational sector on how to further improve the quality of education and the right attitudes towards students with hearing impairment. This will provide insight on what to improve and modify, build effective method of teaching and learning in schools for special needs learners. The study is important to every stakeholder in special education and other researcher.

Purpose of the Study

The purpose of the study is to determine the effect of study habit on the academic performance of students with hearing impairment.

Scope of the study

The scope of this study is to determine effective study habits students with Hearing Impairment in Secondary schools in Oredo Local Government Area of Edo State. The study will be delimited to pupils and students with hearing impairment in Project Charilove Group of Special Schools.

Operational Definition of Terms

1. Study Habit

The frequency of engaging in school related materials.

2. Impairment:

Loss of a part of the body.

3. Hearing Impairment

Inability to hear spoken/verbal language as a result of loss of the hearing organs function.

4. Student:

An individual in junior or secondary school.

5. Student with hearing Impairment

This is anyone/person who has hearing impairment, it means the individual cannot process spoken language with his/her hearing senses.

6. Performance

This the ability to carry out an activity.

7. Academic performance

This is the level at which someone is doing excellently in his/her school activity, especially in subject related work in class.

8. Primary school

This is the lower category in a school.

9. Secondary school

This is the higher category in a school and a building block for university life.

10. Special need

This is having a difficulty that require special attention

11. IDEA

Individual with disability Education Act

12. IEP

Individualized Educational Plan, a plan tailored to individual unique needs.

13. dB

Decibels, the frequency at which hearing impairment is measured.

14. HZ

Hertz, is the unit at which a hearing loss is measured.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The aim of the chapter is to present already existing views of people in relation to this study. The review of literature was anchored on the relevant studies to the work under the following subheadings such as:

- Theoretical framework
- Concept of hearing impairment
- Types of hearing impairment
- Causes of hearing impairment
- Prevention of hearing impairment
- Concept of study habit
- Study habit of students with hearing impairment
- Students with hearing impairment attitude to school
- Students with hearing impairment attitude to assignment
- Students with hearing impairment attitude to classwork
- Students with hearing impairment attitudes to Test and Exams

- Concept of academic performance
- Summary of related literature

Theoretical Framework

The theory of academic performance was developed by Elgar (2007). The theory emphasizes six fundamental concepts to form a framework that can be used to explain performance as well as performance improvement, to perform is to produce valued results. Students' achievement forms the basic of almost all aspects of education. Simply achievement means 'the accomplishment of something' and in education that something refers generally to articulate learning goals. Although learning process take place in various contexts, the focus of educators rest on learning that occurs in established instructional environment such as schools and classroom where educators interacts with students to help them achieve explicit knowledge and skills (Guskey, 2013).

A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey and level of

performance describes location in the journey. Current level of performance depends on six components, context, level of knowledge, levels of skills, level of identity, personal factors and fixed factors. Condition for optimal performance can be synthesized in three axioms: Axiom 1- learner centered component engage the performer in an optimal emotional state (performer's mindset). Knowledge and community centered component Axiom 2- immerse the performer in an enriching environment. Axiom 3 engage the performer in a reflective practice which can also be put to mean that the three axioms are proposed for effective performance improvement which involves a performer in good health mindset that involves the mental health of the performer-is the performer in good health? Immersion in an enriching environment involves the learning environment and how standard it might seem and engagement in reflective practice which is concerned with how the individual puts the work that he has learnt during the learning process.

CONCEPT OF ACADEMIC PERFORMANCE

Academic performance is the focal point of every educational institution irrespective of level, location, because the major index for appraising progress of educational institution is the student performance, and the educational curriculum of the society. The term ‘academic performance’ has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities. The scholastic standing could be explained as grades obtained in a subject or groups of courses taken (Asaolu, 2003). Thus in predicting academic performance the use of grades in examination could serve as prediction measures and criterion measure (Adeyemi 2008). According to Ward, et al (1996) achievement of performance is the extent to which a student teacher or institution has achieved their short or long term educational goals. It is commonly measured through examination.

Globally and in Nigeria in particular, improving the quality of Education and investment on educational and human resources are regarded as effective factors paving the way for a country’s pervasive development. Although

education is not the only road to success in working world. Much efforts is made to identify evaluate, track and encourage the process of students in school (Bells, 2017. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is marked by the teachers and or educational instructors. Academic Performance, is the measurement of the students achievement across various academic subject.

Academic performance also refers to the level of success a student achieves in their academic pursuit, which can be measured through various metrics such as grades, test score and attendance records.

The concept of academic performance is very critical because it can have a significant impact on students future opportunities and success not Act (ADA AAA) (2008) established that qualified student with disabilities are entitled to equal access to post secondary education.

One qualified and approved for support Section 504 of the Rehabilitation Act of 1973 and the American with disabilities Act Amendment services, student may request reasonable academic

accommodations. They are various factors that contribute to academic performance and their effects on student academic success. Some of these factors include family background, school environment attitude of students and cultural factors.

Family Background

The support and involvement of families play a crucial role in the academic success of students with disabilities. Student from families with higher levels of education and income tend to perform better academically than those from disadvantaged backgrounds in African and Asian context, disability was viewed as a curse or punishment of sin and great shame and feeling the guilt on the family. The result was to hide the disable person from the public eye. Balal and Rehan (2012). According to a study by Johnson and Smith (2017), students from families with high socioeconomic status and a positive attitude towards education tend to have a better academic performance. These students often have access to more resources such as tutoring, private schools and educational materials which can

contribute to their academic success. On the other hand students from disadvantaged background may face barriers such as poverty, lack of access to educational material/resources and parental education level, which can negatively impact their academic performance.

School Environment

The inclusiveness and supportiveness of the school environment are essential for student with disability. Research by Anderson and Johnson (2018) emphasizes that school with inclusive practices, accessible facilities, well trained staff can positively influence their academic performance. Factors such as the quality of teaching, availability of resources and school culture can significantly influence student performance. Factors such as the quality of teaching, availability of resources and school culture can significantly influence student performance. Teachers who are skilled in their subject matter and uses effective teaching methods can help student perform better, school that provide adequate resources such as textbooks, libraries and technology can enhance students performance. Additionally

schools with positive and supportive culture that values education and encourage academic performance can motivate students to perform better.

Attitude of Student

The attitude and self-perception of student with disabilities can impact their motivations and engagement in learning. According to a study by Brown and Davis (2020), students with positive attitude towards their abilities and a growth mindset tend to have better academic outcomes.

Weidner (2014) goes on to suggest that parents may inadvertently compound the problem by becoming over protective, being negative or pushing their child too hard. Parents fear that other people do not know how to interact with their children and will therefore not treat them properly. This parental fear contributes greatly to the exclusion and segregation of persons with disabilities. As a result of a desire to protect them, many disabled people are kept inside the household at all times. Parent often want their children to attend special institutions, as they believe that they will receive specialized education and care and can be protected from the ill treatment or

abuse they fear in the community. By focusing on building confidence can do attributes and a healthy self-esteem, parents can help their children become better achievers in ever aspect of life, Weidner (2013).

Cultural Factor

Cultural factor values and beliefs can impact the educational experiences of student with hearing impairment. A research article by Lee and Kim (2019) highlights that cultural factors such as language barrier, cultural stigma and different expectations can affect their academic performance. Different cultures have different attitudes towards education and academic achievement, which can affect student performance. For example, in some culture education is highly valued and academic achievement is seen as a measure of success.

The effect on academic performance on a future opportunities and success cannot be overstated. Student who perform academically well are most likely to have access to better educational and career opportunities. They are more likely to be accepted into higher educational institutions and

pursue advance degree. Academic success can also have positive effect on mental and physical health, self-esteem and overall quality of life.

In conclusion, academic performance is a complex concept that is affected by multiple factors, including attitudes of student, family background, school environment and cultural factors. Understanding these factors and their effects on student performance can help educators and parents support students in achieving academic success.

Concept of Hearing impairment

Having known that hearing is one of the five senses that allows us to perceive sound. Hearing impairment if hearing loss occurs when you lose part or all of your ability to hear. Other terms that are used to refer to hearing impairment are deaf and hard of hearing.

Hearing is classified in terms of the severity of hearing impairment. The severity and type of hearing impairment. The severity of hearing impairment is categorized based on the minimum sound that can be heard with your better ear. The higher the decibels (dB, the louder the sound).

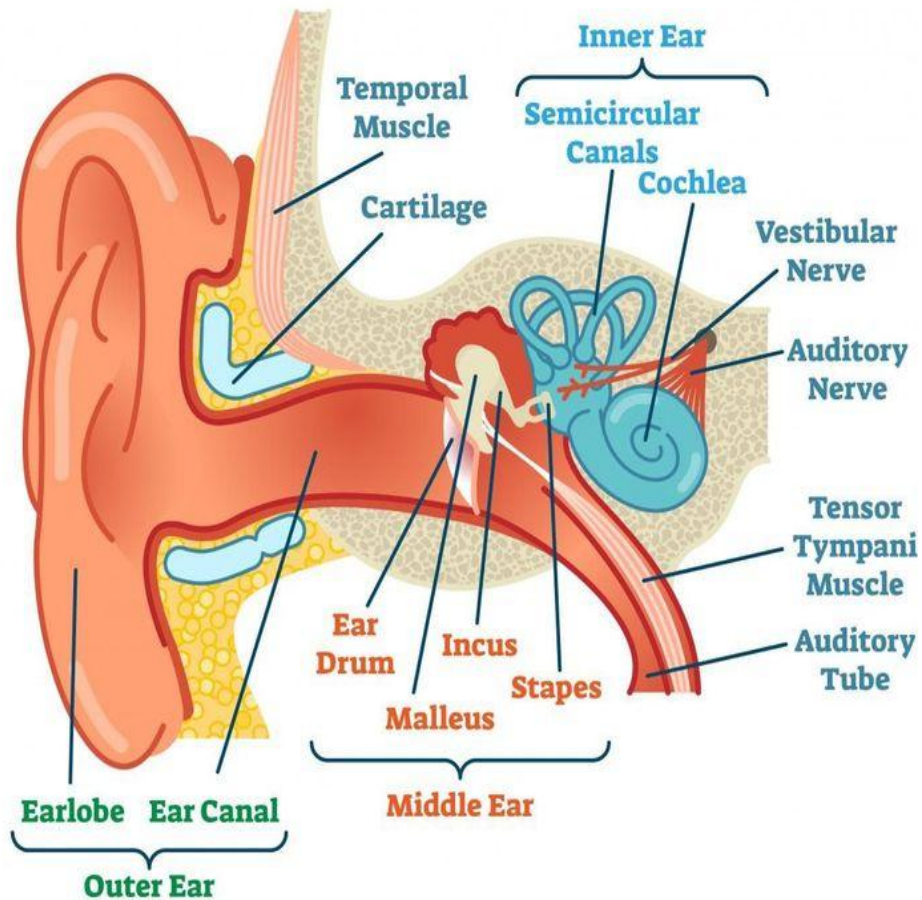
With mild hearing impairment, the minimum sound that can be heard is between 25 and 40 dB. People at this level cannot hear soft noises and may have trouble following conversation in noisy settings. With moderate hearing impairment, the minimum sound that can be heard is between 40 and 70dB, people at this level cannot hear soft or moderately loud noises and may have trouble hearing unless they use a hearing aid.

With severe hearing impairment the minimum sound that can be heard is between 70 and 95 dB. People at this level are unable to hear most noises and may rely on lip reading and/or sign language, even with the use of hearing aid.

With profound hearing impairment, the minimum sound heard is 95db and above/over people at this level may only hear very loud noises and rely solely on lip reading and/or sign language. Hearing aids are not effective in

this stage.

The diagram of the human ear can be referred to as each hearing loss



is discussed.

Types of Hearing Impairment

1. Conductive Hearing Loss is when a hearing impairment is due to problem in the outer ear, middle ear, ear canal, ear drum or the ossicles, which are the tiny bones in the middle ear. When the sound is not being conducted properly through the ear, conductive hearing loss occurs. Most cases of conductive hearing loss can be corrected medically or surgically.

Causes of Conductive hearing loss include:

- a. Fluid in the middle ear as a result of cold.
- b. Otitis media, commonly referred to as ear infection.
- c. Poor Eustachian tube function
- d. Perforated eardrum
- e. External otitis, commonly referred to as ear canal infection.
- f. Allergies
- g. Ear wax buildup
- h. Brain tumor or having a foreign body in the ear.
- i. Structural abnormalities of the outer ears, ear canals or middle ear.

2. Sensorineural Hearing Loss (SNHL also refer to as nerve hearing loss, occurs when there is damage to either the auditory nerve of the cochlea which is the inner ear. The loss in spot is permanent, although it may be possible to treat it with hearing aid.

Causes of Sensorineural hearing loss include:

- a. Exposure to excessive loud noise
- b. Head trauma or sudden air pressure changes such as Menieres disease and meningitis
- c. Structural abnormality of the inner ear
- d. Tumors
- e. Aging
- f. Medication side effects e.g aspirin and vicodium
- g. Auto immune inner ear disease
- h. Otosclerosis, the abnormal growth of the bone in the middle ear.

When conductive hearing loss and sensorinueral hearing loss occur at the same time, it is referred to as

Mixed Hearing Loss: Mixed hearing loss occurs when there is both damage to the outer or middle ear and damage to the inner ear.

3. Central Hearing Loss: occurs when there are problem within the brain that interfere with the ability to interpret or understand sounds. This is the rarest type of hearing impairment and the hardest to treat.

Causes

- a. Damage if the brainstem structures
- b. Severe head traumas
- c. Damage to the auditory nerves or the pathways that lead to them
- d. Brain tumors

4. **Functional Hearing Loss** occurs when the functioning of the ears is normal, but the person is showing a reduced response or not responding at all to sounds. Because there are no functional hearing problems in individuals with functional hearing loss, it is the most difficult type of hearing loss to detect and the most often misdiagnosed. Functional hearing loss is caused by mental health problems such as depression.

Causes of Hearing Impairment

There are several causes of temporary hearing loss. The most common causes is fluid in the middle ear i.e. due to ear infections.

Other causes may include:

- a. Ear drum perforation (when there is a hole in the ear drum from a bad ear infection, or ear traumas.
- b. Narrowing of the ear canal due to surgery or disease.
- c. Excessive ear wax that blocks the ear canal

Cause of Permanent Hearing Loss

Permanent hearing loss are common than temporary hearing loss. There are many causes of permanent hearing losses. These include genetic, infections, drug-related, physical trauma and structural causes

1. Genetics: although, there are many reasons why permanent hearing loss may occur, genetic is the most common, it accounts for over half of all the causes of the hearing loss is “genetic” means that there is a change in gene.

- We have the same set of genes in every cell of our body

- Genes tell our cells how to function
- When a change in a gene occurs it is called 'mutation'
- A mutation can stop the gene from working.

There are two types of hearing loss caused by genetics. About 30% of people with genetic type of hearing loss have what is called a syndromic hearing loss. Syndromic hearing loss means that there are other health problems in addition to hearing loss. Some examples include:

1. Alport Syndrome: Alport syndrome is a rare inherited disorder that damages the tiny blood vessels in the kidneys. It can also cause hearing loss and eye problems.
2. Pendred syndrome: is a genetic disorder leading to congenital bilateral (both sides) sensorineural hearing loss and goitre with euthyroid or mild hypothyroidism (decreased thyroid gland function).
3. Usher Syndrome: Usher syndrome is a rare genetic disease that affects both hearing and vision. It causes deafness or hearing loss and an eye disease called retinitis pigmentosa (RP). Sometimes, it also causes problems with balance.

4. Jarvell and Lange Nielsen: Jervell and Lange-Nielsen syndrome is a condition that causes profound hearing loss from birth and a disruption of the heart's normal rhythm.

The other 70% of genetic hearing loss is called non-syndromic hearing loss.

In this case, the person only has hearing loss.

2. Infections

During pregnancy

- Infections caused by viruses (cytomegalovirus (CMV, herpes, rubella.)
- Syphilis
- Toxoplasmosis (may be associated with consumption of food and water contaminated with animal feces or raw or undercooked meat.

After Birth

- Infection caused by bacteria (Bacterial meningitis, syphilis)
- Infection caused by virus

3. Drugs

Drugs and other chemical can also cause hearing impairment. Some drugs can affect the foetus, while others are harmful after birth. Some of these include;

During pregnancy

Alcohol

Medications (e.g Accutane R, Dilatin R, Chemotherapy

After Birth

Ototoxic drugs (e.g amino glycoside, antibiotics, diuretics, cisplatin).

4. Physical Trauma

The ear is a delicate structure and can be easily damaged in a number of ways such as:

- Head injuries (skull fractures or concussion)
- Exposure to loud noise (either a single blast or many exposure to loud noise)

5. Structural problems of the ear: A person can be born with an ear that is not formed normally. This can affect the outer, middle or inner ear, examples s includes:

- Stenosis (narrowing of the ear canal).
- Absence or malformation of the outer ear, ear canal, ear drum, ear bones.
- Inner ear malformations (e.g enlarged vestibular aqueduct).

6. Unknown causes: sometimes the cause of hearing loss cannot be identified. This may be because there are no available test to find the cause for instance there are no test for many genetic causes of hearing loss

In addition, there are other causes of Hearing loss that we do not yet understand, for example the higher incidence of hearing loss has been seen in newborn babies with many risk factors such as:

- Lengthy stay in the Neonatal intensive care unit (NICU).
- Very premature birth
- High levels of bilirubin
- Low oxygen levels

Hearing loss may be temporary or permanent. Temporary hearing loss are almost always conductive and are far more common than permanent hearing loss. Permanent hearing loss are usually sensorineural, but may also be conductive.

Prevention of Hearing Loss

Hearing is an important sense for common. A major part of all learning takes place through hearing. Therefore, a reduction in a person's ability to hear can affect his or her life. Hearing loss can be caused by several factors, some which occur even prior to birth and some which cause hearing loss to set in later. Hearing loss may even be hereditary. But in several cases, hearing loss can be prevented, here are few guidelines on how you can protect your hearing.

1. Do not use sharp objects to clean your ears: using pins, pencils, needles and other pointed objects to clean your ear can easily damage the wall of the ear canal, or even the ear drum. This would lead to hearing loss, wax generally comes out of the ear naturally. If there is any impacted/hard wax or

excessive wax secretion, get your ears cleaned by an ENT (Ear, Nose and Throat) doctors.

2. Do not insert any object into the ear canal: children may insert object like pebbles into the ear likewise adult, foreign bodies are commonly found in the ear. Get help from an ENT doctor immediately as these foreign bodies may block or damage the ear drum thereby causing a mild to moderate hearing loss. Also do not pour water into the ear as it may cause infections.
3. Do not neglect ear aches or ear discharge: Ear infections if not treated can cause hearing loss, consult your ENT doctor immediately if any of the following symptoms are observe.

Ear pain

Fluid in the ear

Itching sensation

Ringing in the ear

4. Wear a helmet: avoid injuries to your head and ear. Road traffic accidents may damage hearing. Any injuries to the head may also cause hearing loss, wear a helmet to protect yourself from road traffic accidents.

5. Avoid Noise: Exposure to loud and excessive noise of the most common causes of hearing loss. Protect your ears from the sounds of gunfire, fire crackers, very loud music etc.
6. Do not take medicine indiscriminating certain antibiotics (like streptomycin, Kanamycin and gentamycin and aspirin) may cause hearing loss. If you have taken any of these for a long period of time, or prolonged duration, have your hearing periodically evaluated.
7. Take good care of your health during pregnancy.
Infections such as measles, mumps, syphilis, and rubella during pregnancy may damage the unborn child's hearing. Exposure to radiation, X-rays during pregnancy, falls and injuries can also affect the child's hearing pregnant women should meet their doctors regularly for advice on diet, general health and vaccines. This is needed to protect the unborn child from all health problems including hearing loss RH-incompatibility can also affect the child's hearing. This condition occurs if the mother's blood group is B- and the child's group is B+.

8. Prevent water from entering the ear

While feeding your baby, hold him or her in a slanting position. This can protect the baby from having ear infection. Do not pour hot oil or any other liquid into the ear, as it may result to ear pain or ear discharge. If you want to swim or dive, use your ear plugs to keep the water from entering your ears. Dirty water in the ear might cause infections too. While blowing your nose, do so gently and from both nostrils otherwise, fluid from the nose may be forced into the middle part of the ear, thus causing infection.

9. Get immunization on time

Disease like mumps, measles, rubella, encephalitis, meningitis, typhoid etc. may affect hearing. As far as possible, prevent these disease and get children vaccinated on time. Of you get these disease, you must get advice from a qualified audiologist.

Concept of Study Habits

It has been argued that study habit have strong relationship with the academics performance of students. A student who cultivates certain

study habit will perform differently from a student who has another set of study habits (Adeyemo 2005 and Gbore 2006).

Good (1998) defined the term study habits as, “the students way of study whether systematic, efficient or inefficient etc. Study habit is how on studies, that is the habits which students form during their school years. Without good study habits, a student cannot success.

Cardello, Elwar and Novin (2003) expound that study habits refer to the conscious and purposeful use of ones cognitive skills, feeling of actions to maximize learning of knowledge and skills for a given task and set of condition. Study habits is the application on an individual’s intelligence, emotions and activities towards the acquisition of knowledge and skills to accomplish an assignment. Logically and effective study habit is contingent on keen intellectual competence, stable emotions, and relevant activities deliberately directed to construct knowledge and develop skills so as to attain a goal.

Empirical research findings exist to endorse the claim that study habits have a great impact on academic performance (Bashir & Matto, 2012). It

could be construed that student academic performance is expected to shrink when they exhibit poor and inappropriate study habits. Sarvar, Bashir, Khan and Kahan, (2009) concluded that over achievers possessed better study habits than under achievers.

Andu et al 2020 conducted the study of academic outcomes and coping skills of children using cochlear implant in main stream school in 2020. The result indicated that in oral comprehension 29% of children understand and organized complex instructions. In oral expression, 13% of these children had acquired the normal articulatory skills. In reading, 19.3% are capable of blending correctly to structure words. In writing 74% of children were able to copy word or sentences without any mistakes while in mathematics, 41.9% of children completed numeracy tasks within the accuracy and speed as their class fellow with normal hearing. According to teachers 71% children performed above average in all academic domains. Positive effect of early intervention, appropriate implantation age, auditory verbal therapy and support of the parents on an academic outcome.

Concept of Study Habits of Students with Hearing Impairment

Children with any hearing impairment have utmost hurdle in communicating with others. There are many researches carried out by Marschark M., Convertino, C., Mcevoy. & Mastellell, A. (2004), that indicates that academic outcome of hearing impaired students are way below their peers. Academic success of hearing impaired children has been a long-lasting concern. An extensive observation by Marscharck. Etal(2004), showed that children with any sort of hearing loss showed poorer academic outcomes as compared to normal hearing peers. Some indicated that children with moderate severe hearing loss had academic complications especially in reading and writing skills. While few studies carried out by Marschark, M., Lang, H. G., & Albertini, J. A. (2002). Educating deaf students, Antia, S. D., Jones, P. B., Reed, S., & Kreimeyer, K. H. (2009). Academic status and progress of deaf and hard-of-hearing students in general education classrooms, Convertino, C., Marschark, M., Sapere, P., Sarchet, T., & Zupan, M. (2009) and study by Spencer, P. E., &

Marschark, M. (2010). Evidence-based practice in educating deaf and hard-of-hearing students.

These studies and publications offer valuable insights into the academic experiences of hearing-impaired students, underscoring the critical need for accessible educational practices, the importance of early intervention, and the potential for technology to mitigate communication barriers in the classroom. They collectively suggest that while hearing-impaired students face distinct challenges, with the right support systems in place, they can achieve academic success comparable to their hearing peers, states that there is no difference in intelligence of sensorineural hearing loss and a normal hearing child yet, they perform poor during assessment test.

Children with any type of hearing impairment show poor speech and language development which leads to low reading skills, low academic grade, performance, reduced social skills and impaired decision making children with any type of hearing loss who don't receive proper diagnosis and early treatment face difficulty adjusting into mainstream schools due to

lack of speech and language skills hence obtain lower educational outcomes (Tomblin, J.B Harrison 2015).

Similarly, family involvement is related with limited resources and high expectation from children, which pressurize and negatively affect the child, leading to confused academic achievement. For academic success, having a good receptive, expressive and communicative skills are needed but in case of hearing impaired children, active involvement in classroom was lacking because of lack of communication skills.

Students with Hearing Impairment Attitudes towards School

Students with hearing impairments face unique challenges in educational settings that can influence their attitudes towards school. Understanding these attitudes is crucial for creating inclusive learning environments that support their academic and socio-emotional development. Marschark, M., & Hauser, P. C. (2012). Deaf Cognition: Foundations and Outcomes. This comprehensive work explores cognitive, social, and academic outcomes for deaf individuals, providing insights into their

experiences in educational settings and potential factors influencing their attitudes towards school. Convertino, C., Marschark, M., Sapere, P., & Sarchet, T. (2009). Exploring the Self-Concept of Deaf and Hard of Hearing Adolescents. This study delves into the self-concept and identity development of adolescents with hearing impairments, shedding light on how they perceive themselves within the school environment and their interactions with peers and educators. Luckner, J. L., & Slike, S. (2009). The Relationship between Teachers' Use of Antecedent Strategies and Preschoolers' Behavior during Large Group Instruction. This research examines the impact of teaching strategies on the behavior and engagement of deaf and hard of hearing students in preschool settings, offering insights into the factors that contribute to positive attitudes towards school among this population.

Students with hearing impairments may experience challenges related to communication, social integration, and academic achievement in school.

- Positive attitudes towards school are associated with factors such as supportive relationships with teachers and peers, access to assistive technologies and resources, and inclusive educational practices.

- Negative attitudes may stem from experiences of stigma, discrimination, and limited access to accommodations and support services

Understanding the attitudes of students with hearing impairments towards school is essential for developing effective interventions and support systems to enhance their educational experiences and outcomes.

Educators, policymakers, and stakeholders must work collaboratively to create inclusive learning environments that address the diverse needs of students with hearing impairments and promote their academic success and well-being. Research on the attitudes of students with hearing impairments towards school highlights the importance of fostering supportive, inclusive educational environments that address their unique needs and challenges. By promoting positive attitudes and removing barriers to learning, we can

ensure that all students have equal opportunities to thrive academically and socially.

Attitude towards Assignments:

1. Accessibility: Students with hearing impairments may face challenges accessing assignment instructions, particularly if they are primarily delivered through spoken communication. Providing written instructions or using visual aids can improve accessibility.

2. Accommodations: Some students may require accommodations such as sign language interpreters or captioning services during lectures or class discussions. Ensuring these accommodations are in place can positively impact their attitude towards assignments.

3. Inclusive Practices: Assignments that incorporate multiple modes of communication (e.g., written, visual, hands-on) can cater to diverse learning needs and foster a more positive attitude among students with hearing impairments.

4. Communication with Instructors: Open communication channels between students and instructors are crucial. Students may need to discuss their specific needs or request modifications to assignments to ensure they can fully participate and demonstrate their understanding.

Students with Hearing Impairment Attitude to Class work

Students with hearing impairments may approach classwork with a variety of attitudes, influenced by factors such as their individual experiences, the support they receive, and the accommodations provided. Here are some possible attitudes:

Positive Attitude: Some students with hearing impairments may have a positive attitude towards classwork, feeling motivated and engaged. This could be due to effective communication strategies, supportive teachers, and access to assistive technologies like hearing aids or FM systems.

Neutral Attitude: Others may have a neutral attitude, treating classwork like any other task without any particularly strong feelings towards it. They

may simply focus on completing their assignments and participating in class discussions.

Challenging Attitude: Some students may face challenges due to barriers in communication or lack of adequate accommodations. This could lead to frustration or disengagement with classwork, especially if they feel misunderstood or excluded.

Resilient Attitude: Despite facing obstacles, some students with hearing impairments may demonstrate resilience by actively seeking solutions, advocating for themselves, and finding alternative ways to access and engage with classwork.

Dependent Attitude: In some cases, students may become overly reliant on support systems or accommodations, leading to a passive approach to classwork. This could result in a lack of independence and self-advocacy skills.

Anxious Attitude: Students with hearing impairments may experience anxiety related to their ability to fully understand instructions or participate

in class discussions. This anxiety could impact their confidence and performance in classwork.

Empowered Attitude: With the right support and encouragement, some students may develop a sense of empowerment, viewing their hearing impairment as a unique aspect of their identity rather than a limitation. This attitude can positively impact their engagement and success in classwork.

Students with Hearing Impairment Attitude to Tests and Exams

Students with hearing impairments may approach tests and exams with a range of attitudes, influenced by various factors such as their past experiences, the accommodations provided, and their level of confidence in their communication abilities. Here are some possible attitudes:

1. **Prepared and Confident:** Some students with hearing impairments may approach tests and exams feeling well-prepared and confident in their abilities. This could be the result of effective study strategies, access to appropriate accommodations, and a supportive learning environment.

2. Anxious and Stressed: Others may experience anxiety and stress related to their hearing impairment and its potential impact on their performance. Concerns about understanding instructions, accessing auditory information, or communicating effectively during exams can contribute to heightened anxiety levels.

3. Focused and Determined: Despite potential challenges, some students may demonstrate a focused and determined attitude towards tests and exams. They may be motivated to succeed and willing to put in extra effort to overcome any obstacles they encounter.

4. Dependent on Accommodation: Students who heavily rely on accommodations such as sign language interpreters, captioning services, or assistive listening devices may approach tests and exams with a sense of dependency. They may feel less confident without these supports in place.

5. Resourceful and Adaptive: Many students with hearing impairments develop resourcefulness and adaptability over time, finding creative solutions to navigate test-taking situations. This could involve using visual

aids, requesting written instructions, or advocating for additional support as needed.

6. Frustrated and Disheartened: Students who encounter barriers or lack adequate accommodations during tests and exams may feel frustrated and disheartened. This can impact their motivation, self-esteem, and overall attitude towards academic assessment.

7. Empowered by Success: Success in past exams or positive feedback from teachers and peers can empower students with hearing impairments, boosting their confidence and fostering a positive attitude towards future assessments.

Summary of Reviewed Literature

The researcher consulted previous research studies that are related to the current study under investigation were reviewed, compared and contrasted. During which the researcher consulted textbook, multimedia and articles from the internet. The review also delved into theoretical framework. This was done by reviewing the theory of academic

performance by Elgar (2007). The theory emphasizes certain concepts like achievement, performer and Learning process to form a framework that can be used to explain performance in order to produce valued results.

The Literature review dealt with concept of hearing impairment, Types and causes of hearing impairment and possible ways hearing impairment can be prevented. It also highlighted possible prevention to this hearing loss. The Literature has highlighted how family factors, Cultural factors, school factors as well as attitudes of the students with Hearing Impairment have a great impact on their academic performance in higher education.

CHAPTER THREE

METHODOLOGY

This chapter represents the methodology procedures used during the course of the study and the structural framework it utilizes.

This chapter includes the following subheadings:

- Design of the study
- Population of the study
- Sample and sampling techniques
- Research instrument
- Validity of instrument
- Reliability
- Liability of instrument
- Method of data collection
- Method of data analysis

Design of the study

This study adopts a Descriptive Survey research design in order to gather data on the study habits of students with hearing impairment. Under the research design, data relating to the variables are allocated at the same time in order to describe the relationship between the variables under study.

Population

The Population of this study will comprise all the secondary school students in Project Charilove Group of Special Schools in Oredo Local Government Area, Edo State which is made up of 30.

Sample and Sampling Techniques

The sample of 30 students will be used for this study; the sample size consists of students with hearing impairment in Oredo Local Government Area Edo State. The sampling technique question used for this study was Simple Random Sampling.

Method of Data Collection

The researcher obtained permission from the principal of Project Charilove Group of Special Schools, primary and secondary school. Then the research instrument (questionnaires) was administered to the students with special needs in Project Charilove Group of Special Schools by making them read and respond, and the use of sign Language was employed for better understanding. The researcher then applied the distribution and collection of completed copies of the questionnaire on the spot.

Instrument of Data Collection

The instrument that was used for the study is a questionnaire of study habit of students with hearing impairment and its effect on their academic performance. (SHSWHISTAP) which consists of two sections. Section A is the demographic information of respondents while section B contains the items to be responded to in line with each research question. It is a Linkert scale of (20) items having options of strongly Agree (SA), Agree (A), Sstrongly disagree (SD) Disagree (D).

Validity of Instrument

Two (2) Lecturers rated the questionnaire for validity including the project supervisor to ascertain the content appropriateness of the research instruments. The purpose is to ensure that the items on the questionnaire are properly worded to meet the respondent level of understanding and comprehensively covered the research objectives.

Reliability

The instruments were tested and approved to be reliable.

Method of Data Analysis

The data collected from the questionnaire survey would be analyzed using descriptive statistics. Frequency table would be used to represent both the demographic characteristics of respondent and their responses to the questions pertinent to the study from the frequency tables to be drawn and conclusion will be achieved.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of chapter four is to present the result and discuss the findings of the study. The results are presented according to the research question and hypothesis formulated to guide the study.

Table 4.1: Demographics characteristics of the respondents

Variables	Frequency	Percentage (%)
Gender		
Male	15	55.6
Female	12	44.4
Age		
12-15	5	18.5
16-18	12	44.4
19-23	8	29.6
24 years and above	2	7.4
Nature of disability		

None	1	3.7
Deafness	14	51.9
Other hearing impairments	12	44.4

The analysis on Table 4.1 shows that 15 (55.6%) and 12 (44.4%) of the participants were males and females respectively. This clearly shows the randomized selection of participants, majority of the participants were male. The table also showed the age distribution of the respondents, it can be observed that majority (44.4%) were aged between 16 and 18. This is attributed to the fact that majority of learners with hearing impairment begin school one or two years later than their hearing counterparts or repeat classes in primary schools because of the hearing impairment condition.

Research question one:

Does attitude of students with hearing impairment influence their study habits?

Table 4.2: Influence of the attitudes of students with hearing impairment on their study habits

S/N	Item	Mean	SD	Decision
1	Studying is tedious so i find studying my books tiring	2.63	1.15	Agreed
2	There is no positive reinforcement for studying my books	2.67	1.18	Agreed
3	I believe i can do as well as any other student in class so am eager to study	2.22	1.16	Disagreed
4	I think because i can't hear properly processing information while studying is difficult so my academic work is always poor	2.44	1.22	Disagreed
5	I love studying in the library because it's noiseless and this aid my study habits	2.74	1.06	Agreed
Cluster		2.54	1.15	

The data in Table 4.2 reveal the influence of the attitudes of students with hearing impairment on their study habits, the table shows that student with hearing impairment have perceptions that studying their books is tedious and tiring, and most of the students do not believe they can perform well like

their counterparts that do not have any hearing disability. The respondents also showed interest in making use of the library situated in the school to aid their study habits.

Research question two:

Does school facilities, and learning environment influence the study habits of students with hearing impairment?

Table 4.3: Influence of school facilities and learning environment on the study habits of students with hearing impairment

S/N	Item	Mean	SD	Decision
6.	The availability of modern technology in classrooms motivates me to study	2.26	0.94	Disagreed
7.	Pictures and technology used by teachers help me understand what we're learning in class so studying is enhanced.	1.96	0.81	Disagreed
8.	Availability of Library facilities and resource room help me to maintain a study habits	1.88	1.01	Disagreed
Cluster Mean		2.03	0.92	

The Influence of school facilities and learning environment on the study habits of students with hearing impairment is shown in (Table 4.3). The data received from the respondent's shows that availability of modern technology in classroom do not motivates the students to study, the students also agreed that availability of library facilities and resource room do not motivates students to maintain a study habits

Research question three:

Does teachers teaching strategies affect the study habits of students with hearing impairment?

Table 4.4: Effect of teachers teaching strategies on the study habits of students with hearing impairment

S/N	Item	Mean	SD	Decision
9.	My teacher always encourage me to study hard	1.92	0.94	Disagreed
10.	My teacher always brings pictures of the lesson to the class which makes me want to study afterwards	2.00	1.07	Disagreed
11	My teacher's method of teaching enhances my study habit	2.38	1.06	Disagreed
12	My teacher uses repetition to help me understand and remember each lesson	2.11	0.99	Disagreed
Cluster Mean		8.41	4.06	

Table 4.4 shows that the teachers methods of teaching do not encourage and enhance the study habits of student with hearing impairment, it was shown that teachers barely repeats lessons to ensure everyone in their classroom understands the concepts of what is being taught in class. The cluster mean of 8.41 and standard deviation of 4.06 indicated that the teachers teaching strategies do not enhance the study habits of students with hearing impairments in Oredo local government area.

Research question four:

Does parental support influences the study habits of students with hearing impairment?

Table 4.5: Influence of parental supports on the study habits of student with hearing impairment

S/N	Item	Mean	SD	Decision
13.	My parents supports my education	2.68	0.64	Agreed
14.	My parent encouragement enhances my study habits	2.99	0.94	Agreed
15.	My parents helps me out with school assignment which makes me always want to study	1.96	0.92	Disagreed
16.	My parents can afford all my learning materials so I have learning aids for studying.	2.52	1.05	Agreed
Cluster Mean		10.15	3.55	

The results presented in Table 4.5 shows that the parents of students with hearing impairments in Oredo Local Government Area of Benin City,

provides the necessary supports for the education of their wards, this supports includes provision of learning materials. The result also showed that Parents encourage the study habits of their children but do not assist them with their assignments. The cluster mean of 10.15 and standard deviation of 3.55 indicated that parental supports enhances the study habits of students with hearing impairments in Oredo Local Government Area.

Research question five:

Does the attitude of students with hearing impairment towards school have an influence on their study habits?

Table 4.6: Influence of school system on the study habits of students with hearing impairments

S/N	Item	Mean	SD	Decision
17.	My school rewards academic excellence which makes me always ready to study my books	2.89	1.04	Agreed
18.	My classmates always read their books in school so I am motivated to also study	1.96	0.92	Disagreed
19.	I always love to study in school after the lesson for the day	2.00	0.92	Disagreed
20.	My school have a lot of conducive environment which makes it fun for me to study	2.04	1.09	Disagreed
Cluster Mean		8.92	3.97	

The results presented showed that school reward system for academic excellence motivates students to read their books, it was seen that availability of conducive environments will make study fun to the student in Oredo Local Government Area. The Cluster mean shows that if there is conducive environment within the school students with hearing impairment will be encouraged to study.

DISCUSSION OF FINDINGS

This chapter discusses the findings of the research.

The results gotten from this study reveals the influence of the attitudes of students with hearing impairment on their study habits. The findings of this study shows that the attitude of student with hearing impairment can have a significant impact on their study habits. These attitudes can influence how students approach their assignments and classwork, some student with hearing impairment have perceptions that studying their books is tedious and tiring, and most of the students do not believe they can perform well like their counterparts that do not have any hearing disability. These perceptions tend to hinder the flawless academic performance with hearing impairment, due to this predicaments they tend to lag behind in their academic laurels when compared with their hearing counterparts. The findings from this study is in accordance with the study of Marshark & Hauser, (2012), in their study they reported that educational performance and study habit of students with hearing impairment is adversely affected by difficulties in processing and comprehending what they read.

The Influence of school facilities and learning environment on the study habits of students with hearing impairment cannot be overemphasized, but in contrast to the findings of this study, the data received from the respondent's indicated that availability of modern technology in classroom do not motivates the students to study, the students also agreed that availability of library facilities and resource room do not motivates students to maintain a study habits, the findings are in concordance with the research of Anderson & Johnson, 2018, they reported in their research that factors such as quality of teaching, skillfulness of the teacher and the teaching methods of the teacher can positively influence the study habits of students with hearing impairment, they also pointed that without an efficient teaching methods the students may lack motivations to study even in the availability of modern technology in classroom.

Attitude towards developing a healthy study habit by the students is a unique phenomenon that is proportional to academic achievement, authors like Tuncer & Chude, 2007 remarked the negative dispositions of students with hearing impairments towards their study, Ikonta & Maduekwe, (2005)

said the poor interest and motivation within students with hearing impairment maybe due to poor vocabulary and communication disability of the hearing impaired. Most students who view their hearing impairment as a limitation may be less likely to actively participate in class discussions or even seek help from other teachers, while some other students view their hearing impairments as an opportunity to learn in different ways may be more likely to adapt to their learning strategies to compensate for the challenge they are going through. In general students with positive attitudes towards their hearing impairment tend to have better study habits and greater academic achievements.

Several studies have been conducted on the correlation of teachers' methods of teaching and the study habits of their students. From the results presented in (Table 4.4) it was shown that the teachers methods of teaching do not encourage and enhance the study habits of student with hearing impairment, it was also shown that teachers barely repeats lessons to ensure everyone in their classroom understands the concepts of is being taught in class. The findings indicated that the teachers teaching strategies do not

enhance the study habits of students with hearing impairments in Oredo local government area. The findings from this study were in agreement with the similar reports posited by (Thomas, 2013) in his study, he reported that the low performance among learners which is due to poor study habit and other variables, which could also be linked to the teaching praxis and the unwholesome interaction between students and teachers. Readiness to motivate students with hearing impairment should be an apt characteristic of a teacher. It is apparent from the findings of this study that student-teacher interaction is a significant component that will boost healthy study habits among students with hearing impairments, this interaction will also foster a better academic performance. Mwaniki (2008) in a related study argues that healthy interpersonal relationship amongst the personnel in the school setting will help to promote favorable environment for teaching-learning situation. The healthy relationships will attract and sustain the academic interest of the learners.

The findings of the study presented in (Table 4.5) revealed that the student agreed that their parents and guardians, provides the necessary

supports needed to achieve academic excellence, but they still prefer to receive motivation to study, especially through supports with their school assignment. This corroborates with the study carried out by (Staur & Rosemary, 2019) they stated that parents' of children with hearing impairment tend to render more financial supports to their children and may not pay attention to the academic performance of their ward., In contrast to the findings of this study (Samira, Samar & Nahla, 2023) reported that parents had negative attitudes and only less than one tenth of the population of parents they were sampled had positive attitudes towards their children suffering with hearing impairments. Most student's in such dilemma of hearing impairments without any form of encouragement from their parent depends mostly on their teacher and friends for motivation to study. Proper motivations from parents cannot be downplayed as it builds the mental perceptions of the students to study their books regularly and also psychologically empowering them to participate in the lessons in classroom.

From Table 4.6, it was revealed that proper school reward system motivates for academic excellence motivates students to read their books, it

was seen that availability of conducive environments will make study fun. The findings from this study corroborates with that of (Walberg and Ugurogu, 2009) they stated that school motivation system is an important contributor to the academic success of students. Teachers in both special and inclusive schools have the choice either to impact the students' self-concept positively by creating an environment of mutual support and caring or negatively through an environment of sarcasm and ridicule to students with hearing impairment. Therefore it is expedient that the school system encourage the buildup of positive perceptions among student with hearing impairments.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter entails the summary, conclusion, recommendation, contribution to knowledge and suggestions for further studies are presented.

Summary. The study was carried out to investigate the study habits of students with hearing impairment and its effect on their academic performance in Oredo local government area Benin City Edo state. Five research questions were formulated to guide the research. Descriptive survey research design was adopted for this study. The study population, consisted of students with hearing impairment in Oredo local government Area. Project Charilove group of Special schools has over 30 students with Hearing Impairment and a Total number of 27 students were randomly selected from Project Charilove group of Special schools in Oredo local government area of Edo state for the study. The researcher used a structured questionnaire as the instrument for data collection. The data collected were presented in tables and analysed using simple percentage and descriptive statistics comprising of mean. Criterion mean score of 2.5 was used as the

benchmark for the purpose of decision making. The analysis of data produces the following findings:

- Students with hearing impairment have perceptions that studying their books is tedious and tiring, and most of the students do not believe they can perform well like their counterparts that do not have any hearing disability
- Availability of modern technology in classroom do not motivates the students to study, the students also agreed that availability of library facilities and resource room do not motivates students to maintain a study habits
- The cluster mean of 8.41 and standard deviation of 4.06 indicated that the teachers teaching strategies do not enhance the study habits of students with hearing impairments in Oredo local government area. Teachers methods of teaching do not encourage and enhance the study habits of student with hearing impairment, it was shown that teachers

barely repeats lessons to ensure everyone in their classroom understands the concepts of what is being taught in class.

- Parents encourage the study habits of their children but do not assist them with their assignments. The cluster mean of 10.15 and standard deviation of 3.55 indicated that parental supports enhances the study habits of students with hearing impairments in Oredo local government area.
- The results presented showed that school reward system for academic excellence motivates students to read their books, it was seen that availability of conducive environments will make study fun to the students.

Conclusion

The research findings suggest that students with hearing impairments attending segregated secondary schools in Oredo Local Government Area, Edo State, are affected by their study habits, which in turn impacts their academic performance. Many students perceive studying as burdensome, leading to poor study habits. Additionally, some students have low self-

esteem, believing they cannot academically outperform their peers with normal hearing.

Parental support for some student has been force to strive more with their studies while to some there's no parental support to encourage the students. Majority of the students do not find availability of technology such as libraries in school to be helpful for studying while a subset finds it encouraging. This research also show the poor techniques employed by teachers of student with hearing in the classroom to be a reason for poor study habits especially because most of these teachers are not special education teachers.

Recommendation

Based on the findings the researcher recommends that,

- The government needs to set up an organization or taskforce whose main aim is to focus on persons with disabilities and ensure that bills such as the Disabilities Act (2003) Amendment Bill (2007) which states that learning institutions shall take into account the special needs of persons

with disabilities with respect to curriculum facilities, examinations and other similar considerations are being respected and followed.

- The Government should make provisions for special education teachers who are properly trained and for them to be placed in the inclusive schools. As well as sending out itinerant teachers to assist the regular teachers.
- School teachers as well as support staff be given mandatory training on how to educate students with Hearing Impairment in order to build their knowledge on students with disabilities and to be equipped adequately on how to cater for students with hearing impairments.
- Improve guidance and counseling services for the students with Hearing Impairment in order to encourage positive attitudes and confidence in them and their abilities.
- Appropriate accommodation and modifications need to be made in the instructional approaches and existing physical facilities in order to enable the students with special needs maximize their participation in the learning activities. Library contents be made available in different

formats such as braille and electronic formats which can make it possible for students with various disabilities to access and utilize them.

- Rewards System for academic excellence should be incorporated by teachers, schools and government so as to motivate persons with hearing impairment to study more.

Suggestion for Further Study

- Guidance and Counseling for student with hearing impairment as a way of curbing poor attitudes to academic work
- A study to establish the attitude and knowledge of regular teacher towards students with Hearing Impairment in regular and segregated schools.

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FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION EVALUATION AND
COUNSELLING PSYCHOLOGY UNIVERSITY OF BENIN, BENIN
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QUESTIONNAIRE

Dear respondent(s),

I am a final year student of the above named institution carrying out a research work on "**STUDY HABITS OF PERSONS WITH HEARING IMPAIRMENT AND ITS EFFECT ON THEIR ACADEMIC PERFORMANCE IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**".

I will be grateful if the questionnaire is responded to as sincerely as possible, you are assured that views will be treated in confidence.

Thank you immensely for taking time to complete this questionnaire.

SECTION A: BIO-DATA

School:

Religion:.....

Sex: male () female ()

Age: 12-15 () 16-18 () 19-23 () 23 above ()

Instruction: read carefully and tick (✓) against any option that you consider to be best represent your opinion.

SECTION B:

Key: Strongly disagree (SD) Disagree (D) strongly agree (SA) Agree (A)

S/N	Items	SD 4	D 3	SA 2	A 1
1.	Studying is tedious so i find studying my books tiring				
2.	There is no positive reinforcement for studying my books				
3.	I believe i can do as well as any other student in class so am eager to study				
4.	I think because i can't hear properly processing information while studying is difficult so my academic work is always poor				
5	I love studying in the library because it's noiseless and this aid my study habits				
6	The availability of modern technology in classrooms motivates me to study				
7	Pictures and technology used by teachers help me understand what we're learning in class so studying is enhanced.				
8	Availability of Library facilities and resource room help me to maintain a study habits				
9	My teacher always encourage me to study hard				
10	My teacher always brings pictures of the lesson to the class which makes me want to study afterwards				
11	My teacher's method of teaching enhances my study habit				
12	My teacher uses repetition to help me understand and remember each lesson.				

13	My parents supports my education				
14	My parent encouragement enhances my study habits				
15	My parents helps me out with school assignment which makes me always want to study				
16	My parents can afford all my learning materials so i have learning aids for studying.				
17	My school rewards academic excellence which makes me always ready to study my books				
18	My classmates always read their books in school so i am motivated to also study				
19	I always love to study in school after the lesson for the day				
20	My school have a lot of conducive environment which makes it fun for me to study				